

Arksey Willows

Arksey Primary School, Ings Way, Doncaster, South Yorkshire, DN5 0TE



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|--------------------------|-----------------|
| Inspection date | 12 January 2017 |
| Previous inspection date | Not applicable |

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|---|-------------------------|----------------|----------|
| | Previous inspection: | Not applicable | |
| Effectiveness of the leadership and management | | Good | 2 |
| Quality of teaching, learning and assessment | | Good | 2 |
| Personal development, behaviour and welfare | | Good | 2 |
| Outcomes for children | | Good | 2 |

Summary of key findings for parents

This provision is good

- The information provided to parents helps to ensure they understand what to expect with regard to the care and education of their children. They are also provided with information about the role of their child's key person and the importance of working closely with them.
- Well qualified and experienced staff make accurate assessments of children's progress. They keep parents up to date about their children's development through various methods of communication. This includes regular parents' meetings throughout the year and daily discussions.
- Staff are very focused on helping children be ready for the next step in their education. The transition procedures involve children visiting the schools they are going to attend along with their key person. When children start at the attached school, there is always a familiar member of staff to greet them at the door for the first week. Children and parents find this very reassuring.
- Staff monitor the outcomes of all children and clearly demonstrate that gaps in learning are steadily closing. Extra funding is used effectively to support children who need it.

It is not yet outstanding because:

- Professional development does not focus sufficiently on improving the quality of teaching and increasing the potential for children to achieve rapid progress in their learning.
- Staff do not always successfully promote the importance of children listening and respecting what others have to say.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- focus more precisely on developing a targeted programme for professional development that effectively promotes highly skilled teaching practice and increases the potential to achieve excellent outcomes for all children
- help children understand the benefits of paying attention to what others are saying, particularly when working as part of a group.

Inspection activities

- The inspector observed the quality of teaching during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager
- The inspector held a meeting with the provider. She looked at relevant documentation, such as the self-evaluation, action plan and evidence of the suitability of staff working in the setting.
- The inspector spoke to a selection of parents during the inspection and took account of their views.
- The inspector spoke to the children at appropriate times during the inspection.

Inspector

June Rice

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff demonstrate a good understanding of possible signs and symptoms of abuse. They understand the procedures that must be implemented should they have concerns about a child's safety and well-being. Staff are effectively deployed. They supervise children well and teach them how to use the environment and equipment safely. Leaders and managers have good partnerships with other early years professionals and outside agencies. These help to secure the support that children need to make good progress. Recruitment procedures help to ensure adults are suitable to work with children. Leaders and managers work closely with other early years professionals and keenly monitor staff's practice. Staff are reassured by the level of supervision and support provided to them to help build on their good practice.

Quality of teaching, learning and assessment is good

Staff share information with parents about how they can continue with their children's learning at home. This is well received by parents who are also keen to share information with staff about new interests and skills their children are showing at home. Children trying to build a sandcastle give up and say that they cannot do it. Staff are on hand and show them how to accomplish what they set out to do. Staff use one and two word sentences with the younger children as they give them instructions, such as pat down and turn over. Children show amazement at what they have created. Children listen to a story. Staff point to key words and sentences while using puppets to keep children's attention. Children are encouraged to talk about what they can see and what might happen next. Mathematics is introduced and children count the number of owls in the story and talk about big and small branches.

Personal development, behaviour and welfare are good

During settling-in visits, parents are introduced to their child's key person. They are encouraged to share as much information about what children can do and their routines at home. Parents are keen to share their opinions of the setting and talk warmly about the quality of their children's care and learning. They are reassured by the relationships their children quickly develop with their key person. Staff are keen to nurture children's independence. Children learn the importance of eating healthily and good hygiene practice through their daily routines. Children benefit from the freedom of being able to move between the indoor and outdoor environments in all but the severest of weather. This helps them develop a positive attitude towards the benefit of fresh air and being active.

Outcomes for children are good

By the time children start school, they have the skills they need to help them feel confident and ready for their next stage in learning. They are able to serve themselves at lunchtime, put on their coats and follow standard routines. Children are well motivated and active learners who are good communicators and know their numbers and colours. They are sociable children who enjoy sharing their experiences. Children show off their physical skills, riding bicycles and avoiding obstacles.

Setting details

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| Unique reference number | EY480882 |
| Local authority | Doncaster |
| Inspection number | 986412 |
| Type of provision | Sessional provision |
| Day care type | Childcare - Non-Domestic |
| Registers | Early Years Register |
| Age range of children | 0 - 5 |
| Total number of places | 24 |
| Number of children on roll | 19 |
| Name of registered person | Christine Moore |
| Registered person unique reference number | RP511293 |
| Date of previous inspection | Not applicable |
| Telephone number | 07855647205 |

Arksey Willows was registered in 2014. The setting employs five members of childcare staff. Of these, four hold appropriate early years qualifications at level 3. The setting opens from Monday to Friday, term time only. Sessions are from 9am until 12 midday. The setting provides funded early education for two-, three- and four-year-old children.

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